REPORT RESUMES

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"EXTENDING TO THE PEOPLE," THE STORY OF CORRESPONDENCE STUDY AT THE UNIVERSITY OF WISCONSIN.

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IN CELEBRATION OF THE FIRST FIFTY YEARS OF ITS EXTENSION DIVISION, THE UNIVERSITY OF WISCONSIN PUBLISHED THE STORY OF ITS CORRESPONDENCE STUDY PROGRAM, WHICH OUTLINED FACTORS AFFECTING ITS DEVELOPMENT. A PREDICTED INCREASE OF ENROLLMENT WAS ATTRIBUTED TO SUCH FACTORS AS FEDERAL ASSISTANCE TO SERVICEMEN AND INCREASED ACCEPTANCE OF THE CORRESPONDENCE METHOD. STATISTICS ON STUDENT ACHIEVEMENT SHOWED THAT CORRESPONDENCE STUDY WAS AS EFFECTIVE AS RESIDENT CLASSROOM INSTRUCTION. MILESTONES IN THE HISTORY OF THE DIVISION INCLUDED THE FARMERS' INSTITUTES BEGUN IN 1885, THE ORGANIZATION OF THE EXTENSION DIVISION IN 1906, AND THE CREATION OF A SEPARATE EXTENSION STAFF IN 1908. MEMBERS OF THE STAFF WROTE TEXTBOOKS FOR CORRESPONDENCE STUDY AND TESTED THEM IN CLASS SITUATIONS. THE WIDE PUBLICITY GIVEN THE TEXTS WAS A FACTOR IN THE TREMENDOUS INCREASE IN ENROLLMENT, WITH THE PEAK OF OPERATION IN JULY 1920 WHEN 33,659 PERSONS WERE ENROLLED IN VOCATIONAL COURSES AND 14,989 IN ACADEMIC COURSES. THE CREATION OF CLASS CENTERS THROUGHOUT THE STATE AND COOPERATION IN THE USAFI PROGRAM GREATLY AFFECTED EXTENSION AT WISCONSIN. SINCE 1954 THERE HAVE BEEN STEADY INCREASES IN ENROLLMENT IN CORRESPONDENCE COURSES. (RT)

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"extending to the people"

FILE COPY

THE STORY OF CORRESPONDENCE STUDY AT THE UNIVERSITY OF WISCONSIN

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"Extending to the People"

THE STORY OF
CORRESPONDENCE STUDY AT THE UNIVERSITY OF WISCONSIN

by

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The University of Wisconsin Extension Division
Madison, 1957

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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> "The scheme thus adopted (correspondence study) is exceptionally comprehensive, embracing a combination of all leading lines of effort which have proved successful in extending to the people a portion of the benefits of university education."
>
> --Catalog of The University of Wisconsin, 1891

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I. INTO THE NEXT HALF-CENTURY

In 1956-1957, Extension at the University of Wisconsin was fifty years old. As the later chapters of this publication reveal, correspondence study had its origins even earlier than the formal organization of Extension. "Extending to the people," the basic ideal behind the adoption of correspondence study, had its first formal expression in 1891. But the first fifty years of the University of Wisconsin Extension Division (1906-1907—1956-1957) are to a considerable extent the record of the establishment and growth of correspondence study. Chapters III-X describe this growth in some detail. It is the purpose of this chapter to set forth present trends in correspondence study which foreshadow growth and development in the next half-century, and it is the purpose of Chapter II to describe the current program of correspondence study at Wisconsin.

Factors Affecting Future Enrollments

The "explosive" birth rate of the World War II and postwar period, which is causing record elementary school enrollments at the present time, will also affect future enrollments in correspondence study. Yet it is extremely difficult to forecast correspondence study enrollments with any accuracy. For most students, correspondence study is a supplementary learning activity and its use is dependent upon a great many factors impossible to control in forecasting. Some of these factors are:

1. Size of population to be served. This we can predict within reasonably close limits for ten to twenty years in advance. Reliable figures show that there will be a virtual doubling of the high school population by 1960-1965, and of the college population by 1970. As this wave of young people grows into adulthood, with ever more favorable survival possibilities for achieving old age, the potential population to be served by correspondence study in the years ahead will increase more rapidly than educational facilities can be increased. The Wisconsin correspondence study program serves high school students, college youths, and adults. Steady increases in enrollment can be expected throughout the next fifteen to twenty years on the basis of increased population alone.

2. Economic conditions. A change in economic conditions generally affects correspondence enrollments: if the economic condition improves, persons who formerly could not afford residence instruction and had depended upon correspondence study may be able to afford residence

instruction; but others who could not afford any type of education may move into the group that can afford correspondence study instruction. If the economic situation worsens, the slide is in the other direction: some who had afforded residence instruction switch to correspondence study, and some who had depended upon correspondence study drop their educational program entirely. A depression such as occurred in 1929-1936 acts as a depressant on all educational enrollments, though less so on correspondence study.

3. Availability of adequate and low-cost educational opportunities locally. If adequate and low-cost educational opportunities for all high school, college, and adult students were to become available locally, the need for correspondence study would diminish almost to the vanishing point. This would mean that the educational needs of nearly all persons now served by correspondence study would be met at home. There are no signs at present that this might happen in the foreseeable future; if anything, there is danger that local educational opportunities in the next ten to fifteen years will be less adequate than in the last similar period. Shortage of competent teachers, shortage of physical facilities, and the tremendous competition of other governmental units for the tax dollar are factors which could tend to decrease rather than increase the availability of adequate local educational opportunities. The need for correspondence study is expected to increase in the decades ahead.

The increasing urbanization of Wisconsin and the steady creation of consolidated school districts should tend to improve the educational opportunities of high school youths locally. Similarly the extension of local college opportunities through University Centers throughout the state should reduce the need for college-level correspondence study in many localities. The establishment and improvement of adult schools throughout the state should also help meet the needs of adults in many areas. It is doubtful, however, that such advances can take place at a rate equal to the increases in need for educational opportunity. So the net effect will probably be to increase the need and use of correspondence study, even while local opportunities in many places are greatly improved.

4. Rapidity of change in society. Changes in the technical, industrial, commercial, social, and professional methods and requirements of our society introduce needs for supplementary and retraining educational opportunities. The rate of change appears to be accelerating rather than diminishing or remaining static. Supplementary and retraining education for adults in employment or seeking a change in employment has always been an important function of correspondence study, and it would appear that the need for this kind of educational service will probably increase in the years ahead, especially as suitable courses are made available.

5. Availability of leisure time. Correspondence study has been an important educational method for adults whose lives are filled with too many other activities to permit the inclusion of rigid learning schedules and class-type time commitments. Correspondence study has enabled these persons to work at home at their own rate. It is a method of study that can be fitted into a living schedule with least inconvenience and greatest adaptation to individual needs. As leisure time becomes available in increasing amounts, more persons will avail themselves of opportunities for continued learning, both locally at class centers and by correspondence study. The immense potential of instructional television, especially when coupled with correspondence study feedback, will vastly increase the consumption of education by adults in the years ahead.

The factors described above must be considered in trying to forecast the role, growth, and development of correspondence study. It is difficult, with so many variables, to advance definite predictions of enrollment. Perhaps our purpose will be satisfied merely to conclude that present trends indicate steady increases in the need for and use of correspondence study in the years ahead. A cautious consideration of enrollment factors would suggest that at the University of Wisconsin, correspondence study enrollment will double in the next ten to fifteen years.

Trends in Correspondence Study

A number of specific trends are already noticeable in correspondence study, which, when added to the general factors discussed earlier, reinforce this conclusion and suggest the continuing vitality of correspondence study in the next half-century.

1. The increase in adult learning by correspondence study will continue. Presently Wisconsin's adult, noncredit, technical, and professional courses show the largest increases in enrollment.

2. Nonresident enrollments will continue to increase. Wisconsin's nonresident enrollments have increased more rapidly than resident enrollments in the past year. As the English language becomes the common language of much of the world, persons in countries lacking adequate educational opportunities can turn to American universities such as Wisconsin for correspondence educational programs. Improved mail service to many countries makes such service feasible. It is expected, however, that universities in underdeveloped countries will gradually become

responsive to the needs that can be met by correspondence study and assume local control of such programs. The translation of American courses into foreign languages will also assist.

3. Federal educational assistance for servicemen and veterans, if continued in the future, will have an important effect in encouraging such persons to continue their education by correspondence study.

4. Television instruction will come to occupy an important place in all education. Correspondence study will be combined with instructional TV in many programs for feedback purposes.

5. Correspondence study will be improved by use of instructional aids--materials, kits, audio-visual devices.

6. There will be increasing acceptance of correspondence study as an efficient method of learning, coupled with an increasing professionalization of correspondence study workers and increased production of research and writing in the correspondence study field.

7. "Group" correspondence study will continue to grow in popularity and significance, and may make a special contribution in the area of liberal education of adults.

8. Government and industry will increase their use of correspondence study for the solution of training problems in situations where affected personnel are thinly spread over the entire country and throughout the world.

9. There will be improvements in correspondence study format, readability, and educational method, based upon accelerated study of these problems.

10. The educational effectiveness of correspondence study in developing independent powers of learning, strengthening reading ability, study habits, and writing competence will be better recognized. Development of upperclass and even graduate-level college courses will receive more favorable consideration because of growing needs for such courses and demonstrated effectiveness of this method of learning.

11. Correspondence study will find increasing use in schools and colleges as an efficient method of meeting some of the needs of exceptional and irregular students.

As Wisconsin's correspondence study program enters the second half-century, it is evident that the need will continue for this method of "extending to the people" the effects of University instruction, and that factors and conditions affecting the use of this method will cause a large increase in the size of the program. Concurrently, it is expected that correspondence study will become increasingly effective because of improvements suggested by intensified research in this form of study.

The large faith, wide vision, and restless energy of the founders and developers of correspondence study at Wisconsin created an instrument of education for all the people that, despite occasional setbacks, lean years, and temporary vicissitudes, is ready for the challenges of the second half-century.

II. THE RECORD INTERPRETED

The Wisconsin correspondence study program serves three major groups which differ from each other chiefly by age and educational goals. Those in the first group pursue correspondence courses for local high school credit. Those in the second group begin college-level work, or supplement college resident instruction with correspondence courses for university credit. The third group consists of adults whose formal schooling has ended and who take correspondence courses for a variety of reasons, often related to vocational, occupational, and professional goals.

These groups are not tightly exclusive, yet they have a basic homogeneity that makes it convenient to consider them separately. The courses offered each group are especially designed to meet the needs of persons of the age, educational level, and goals characteristic of their group. While these factors are generalized for the group in the creation of courses and instructional procedures, the nature of correspondence study permits an even more individualized approach to learning. Correspondence study is essentially personal tutoring carried on by mail. Whatever the age, goals or educational level of the student, the method permits genuine adaptation to individual needs and allowance for individual differences.

The High School Program

Under Wisconsin statutes (40.47-4a), high school districts are permitted to pay the costs of registering students in correspondence study. Courses taken in this way may be in addition to, or in lieu of, courses in the local high school curriculum. Registration requires approval of the high school principal. The course carried by correspondence becomes a part of the regular program of the high school student, and when successfully completed counts towards his graduation from the local school. Wisconsin's program offers standard high school courses from ninth through twelfth grades.

High schools with students carrying correspondence courses are of all sizes, both rural and urban. Some schools have incomplete curricula which are "enriched" by use of correspondence courses. Almost all schools have students who for various reasons are "out of phase" with the sequence of courses offered; these out-of-phase students (advanced, retarded, or homebound) can keep up with their group or their potential by taking courses by correspondence study.

Most high schools provide for local supervision of correspondence students. Under this plan the principal designates a teacher to meet daily, as in a study period, with correspondence students. Correspondence courses must usually be completed during the regular academic year or within one month after close of school.

The College Program

College-level students may take up to two years of university credit by correspondence study towards a degree. Students who apply for university-credit courses must be admissible to the University, meeting the same requirements set for residence admission. Acceptance for correspondence study does not constitute first admission to the University. Until actual matriculation at the University, all credits earned by correspondence study are considered conditional since formal admission to the University has not been completed.

Students from other colleges and universities throughout the United States take Wisconsin courses for credit at their own schools. It is the student's responsibility to arrange for approval of courses and transfer of credits in advance.

University-credit students may not carry courses concurrently with resident instruction without the consent of the dean of their school or college. Correspondence students, although encouraged to work at their own rate, may not complete more than one university credit of work per week without special permission. Courses must be completed in from twelve to eighteen months, depending upon the course.

The Adult Program

Wisconsin adult students are less homogeneous than the other groups described. The age range is great, individual goals differ markedly, and the types of courses taken are varied. Some adults take courses to complete a high school diploma; to get a taste of university-level courses, even though without credit; to pursue cultural interests; to prepare for a change in occupation; to refresh knowledge in a given area; or to obtain vocational or professional advancement. The factor of credit is not so important to this group, which is motivated by fairly specific learning goals.

The number of special, technical, and professional correspondence courses offered to adults increases each year in response to the needs of adults. This phase of Wisconsin's program is growing more rapidly than any other, and is a reflection of the need for continuing education felt by more and more adults. Adults have from twelve to eighteen months to complete courses, depending upon the course.

Fees for Correspondence Study

Fees for correspondence courses offered by Wisconsin are presently $7.50 per credit or equivalent for residents of the state. Nonresidents pay at the rate of $12 per credit or equivalent, an amount which meets full costs for instruction. The lower resident fee policy permits a modest state subsidy for the Wisconsin student. Resident fees will be raised in the next fiscal year to $9 per credit. This will decrease the amount of state subsidy in the program.

Under this differentiated fee structure, Wisconsin correspondence courses for residents are thirty-five to forty per cent self-supporting. Nonresident and contract correspondence instruction is carried on in sufficient volume to raise the over-all self-support level to approximately eighty per cent.

In comparison with full-time University residence instruction, a full program of correspondence instruction is slightly more expensive to the student. A full-time residence class program of fifteen credits requires a semester fee of $90. An equivalent correspondence program for a Wisconsin resident would cost the student (who must pay per credit) $112.50. On a straight per-credit (part-time) basis, correspondence credit is slightly less expensive than residence credit. On a part-time basis, residence courses cost $9 per credit. This cost, as well as the semester fee, will be increased in the next fiscal year. Great savings, of course, accumulate to the correspondence student who does not have to pay campus living costs.

While it is true that correspondence instruction for Wisconsin residents returns through fees about the same percentage of self-support as residence instruction, the state has almost no expenditures for buildings, auxiliary student services in connection with the correspondence program, nor other noninstructional costs which push up the total costs of residence programs.

Characteristics of Correspondence Students

Recent studies to determine the characteristics of Wisconsin correspondence students have revealed many interesting things about these students:

AGE RANGE OF STUDENTS - 13-85 years; MODE: 23 years

SEX OF STUDENTS - 67% male; 33% female

PREVIOUS ENROLLMENT IN CORRESPONDENCE COURSES - 40%

SIZE OF COMMUNITY LIVED IN -- over 100,000 pop. - 10%
10,000 to 100,000 pop. - 27%
2,500 to 10,000 pop. - 11%
250 to 2,500 pop. - 24%
rural areas - 15%
(does not total 100% because only Wisconsin communities tallied)

SCHOLASTIC SUCCESS

Grade	N	%
A (93-100)	1839	36.8
B (85- 92)	1865	37.3
C (77- 84)	837	16.7
D (70- 76)	227	4.5
F (below 70)	234	4.7
	5002	100.0%

OCCUPATIONS OF STUDENTS — over 140 different occupations listed and identified according to the Dictionary of Occupational Titles

PERCENTAGE ENROLLMENT IN TYPES OF COURSEB (April, 1957)

University credit courses	33.7%
High school level courses	40.5%
Adult, technical courses	25.8%
	100.0%

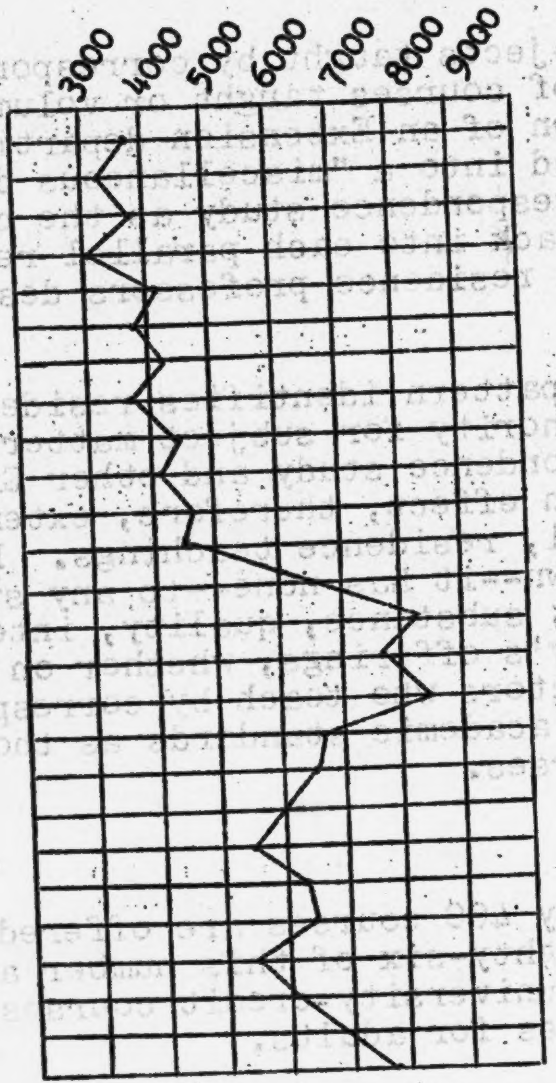
PERCENTAGE INCREASE IN ENROLLMENT (April, 1956 to April, 1957) 22.7%

BREAKDOWN OF ENROLLMENT INCREASE BY TYPES OF COURSES

20.0% of increase is in University credit courses
27.5% of increase is in high school level courses
52.5% of increase is in adult, technical courses
100.0%

Enrollment Summary

Enrollment summaries for correspondence instruction at Wisconsin are difficult to supply for the early years of the program (see page 21). Not until 1915-1916 were correspondence enrollment figures regularly compiled. Prior to that time each professor handled his correspondence students himself, and no central compilation was made. Even after 1915-1916 the enrollment figures are misleading and difficult to interpret. It was the custom for many years to lump all off-campus instruction figures together. Hence the "correspondence study enrollment" figures prior to 1931 included not only correspondence instruction but also enrollments in evening and special classes throughout the state. Since 1931 separate enrollment figures are available:



Academic Year	Enrollments (rounded)
1931-2	3700
1932-3	3300
1933-4	3900
1934-5	3000
1935-6	4100
1936-7	3900
1937-8	4200
1938-9	3800
1939-40	4400
1940-1	4100
1941-2	4700
1942-3	4500
1943-4	6500
1944-5	8300
1945-6	7800
1946-7	8500
1947-8	6700
1948-9	6600
1949-50	6000
1950-1	5500
1951-2	6300
1952-3	6500
1953-4	5500
1954-5	6100
1955-6	6746
1956-7	7825 (Est.)

The striking thing about this twenty-five-year enrollment summary is the obvious effect of the depression and of government aid to veterans. Ignoring the temporary effects of G.I. Bill and Korean Bill enrollments, which diminished to negligible proportions by 1956-1957, the correspondence instructional program doubled in size in the quarter-century shown. This rate of increase is roughly the same as that shown by high school attendance and college attendance in the United States during the same period. The high birth rates in the war and postwar years have not yet had much effect on correspondence enrollments, but this effect must be reckoned with in the future.

Organization for Instruction

Courses offered by correspondence at Wisconsin are under the supervision of Extension Division academic departments. These departments--twenty-six in number--are headed by chairmen who have rank and share teaching duties in corresponding residence academic departments. Through this organizational pattern, Extension instruction is linked closely to residence instruction and the academic integrity essential to high-quality instruction is preserved.

Not all subjects taught by correspondence are sufficiently large in terms of courses taught or volume of enrollments to justify formation of an Extension department. All such subjects are grouped into a "miscellaneous department" with the director of correspondence study as the chairman, and having lines reaching back into each parallel residence academic department through residence professors designated for this purpose.

This basic pattern identifies residence academic departments as the authority for subject matter content and academic policy. Correspondence study and other Extension teaching activities are in effect, therefore, extensions of the University's central, residence teachings. Extension offers no credits of its own--it has none--to any student. This policy gives uniformity, substance, quality, integrity, and prestige to the University's offerings, whether on or off the campus. Extension instructors who teach by correspondence are required to meet the same academic standards as those set in residence for the same courses.

Courses Offered

Approximately 400 courses are offered by correspondence at Wisconsin. Eighty-six of this number are high school-level courses, 198 are university-credit courses, and the remainder are special courses for adults.

Subjects taught include the following (those starred are offered under the supervision of Extension departments as described above):

*art
astronomy
botany
*business administration
chemistry
classics
*commerce
*comparative literature
*creative writing
*economics
*education
*engineering
*English
*French
general science
*geography and geology
*German
Greek
health
*history
home economics
*Italian
*journalism
Latin
*law
*library science
*mathematics
*music
*physical education
physics
*political science
*Portuguese
*psychology
Russian
Scandinavian
*social work
*sociology
*Spanish
*speech

Effectiveness of Correspondence Instruction

Student accomplishment, as indicated by grades earned (see table on page 10), is high. Correspondence students tend to be highly motivated, above average in intelligence, and capable of self-discipline. Because of the way in which Extension teaching is related to residence teaching, a constant comparison of teaching results can be made.

Such comparisons consistently indicate that instruction by correspondence is at least as effective as residence classroom instruction. In addition, studies are occasionally undertaken to compare student achievement in a more objective way. The most recent such study at Wisconsin was carried out in 1955-1956 by the Department of Psychology, in which resident students of psychology were matched with students taking the same course by correspondence. The same final examination was given to both groups. The findings again showed that correspondence instruction is at least as effective as residence classroom instruction in terms of student achievement as normally measured.

Correspondence students who transfer to residence instruction experience no difficulty in continuing their academic programs, and usually comment that residence courses are "easier." There is abundant evidence that students regard correspondence study as more difficult than class instruction, but that this difficulty is compensated for by the development of independent study skills, efficient study habits, and refined reading and writing techniques, which make subsequent learning easier.

Nonstarts and Noncompletions

Not all students who register for correspondence courses begin their study, and not all who begin complete their courses. About ten per cent of all students who register are "nonstarts," and about forty-five per cent of those who begin do not complete their courses. These statistics have concerned all workers in correspondence study. It has sometimes been assumed that nonstarts and noncompletions represent a serious criticism of the correspondence method. Critics of correspondence study have used nonstart and noncompletion figures to suggest that correspondence instruction fails to achieve its objective for a large number of students.

Recent studies of nonstart and noncompletion students tend to show, however, that the common interpretation placed on these statistics is not necessarily correct. Educators who are critical of nonstart and noncompletion figures are usually applying standards derived from their experience in day and resident (full-time) instructional programs. Such standards are not applicable to a supplementary and largely part-time instructional program. Furthermore, educators with backgrounds in traditional, credit-oriented educational programs tend to regard course completion and achievement of objective as synonymous. This is undoubtedly true when students have the goal of amassing credits towards a diploma or degree; noncompletion here is an obvious failure to advance toward the goal. But when a course is taken for its own sake--to satisfy a personal desire, to learn a specific thing unrelated to the academic concept of completion for certification--then different standards for evaluation of goal achievement must be used.

While it is true that an over-all of about fifty-five per cent of Wisconsin correspondence students complete their courses, completion figures for students working for high school and college credit are much higher, comparing very favorably with the figures cited for completion in traditional class instructional programs.

In the adult noncredit area, completion figures are lower than in the credit area. Yet the conclusion cannot be drawn that all cases of noncompletion are failures to achieve goals; just the opposite is often true. Interviews with such students often reveals a high degree of goal achievement. It is characteristic of adult noncredit correspondence students that assignments will no longer be submitted at the point where the student feels he has achieved his goal. This points up the fact that correspondence courses are frequently taken by adults whose goals are much narrower and more immediate than those assumed by the course writer with an academic point of view. It would seem, then, that courses for adults should be designed with this characteristic in mind and should be shorter, narrower in scope, and offer a more immediate realization of objective.

A study of nonstarts also reveals that few ask for refunds or are in any way dissatisfied. The Wisconsin follow-up system for both nonstarts and noncompletions produces responses which strongly suggest that correspondence students should not be casually classified the same as students in a traditional setting. The study circumstances are different, their goals are different, and correspondence study must be able to serve them on their terms. A nonstart, it has been found, is generally due to a change in goal, change in job, illness, change of residence, change of responsibility, or some other change of circumstances that makes registration no longer appropriate. Yet such students rarely want to disenroll, or apply for a refund, often pointing out that they want to read the course materials later at their leisure. Students who do not complete also indicate this attitude.

The nonstart and noncompletion phenomena of correspondence instruction deserve additional study. It is important to obtain a better understanding of the motives for behavior underlying the statistics. The "screening" effect of correspondence study--undoubtedly related to nonstarts, to noncompletions, and to the high achievement of students who complete--is little understood at present and needs further exploration.

Student Attitude Toward Correspondence Study

The attitude of students toward correspondence study is generally favorable, as seen in an attitude survey of the Rhinelander area of Wisconsin in 1952-1953. While students at all levels were to some extent critical of the difficulty of correspondence study, many students indicated appreciation of the individualized nature of the instruction and pointed out the advantages of the program to themselves. The factor of psychological isolation is undoubtedly one of the chief barriers to success or satisfaction in correspondence study. At Wisconsin steps have been taken in the designing of correspondence study materials to attempt to reduce--insofar as possible--the sense of isolation which the distant student feels.

A review of the first half-century of correspondence study at Wisconsin reveals that well over 250,000 enrollments have been recorded in high school, college, and adult courses. The high quality of these courses and the personal satisfactions they have brought to students from every walk of life have contributed to the steady growth and good public acceptance of this program. Many vexing and intriguing questions remain to be investigated, but the record interpreted indicates that to a large measure the University has carried out the ideal of extending the University to the people by this method.

III. BACKGROUND

The Basic Principle

Extension correspondence study at the University of Wisconsin developed out of the large vision and earnest efforts of practical learned men to extend the benefits of University research and higher education to the mass of the people of the state.

The University of Wisconsin catalog of 1888-1889 states clearly the basic principle of service to the people out of which soon developed a considerable list of correspondence study courses. That catalog, published by a University faculty under the influence of a new president, included the following paragraph which had not previously appeared in any University catalog:

> "It has been the function of an ideal university to teach all higher knowledge. . .to such as sought its halls, rather than to teach higher knowledge to all the people ..... But the view is rising into recognition that it is also a function of the University to seek a universal educational influence in the community tributary to it... .To hope to teach all higher knowledge to all people is entirely utopian. The realms of knowledge widen as fast as the possibilities of instruction, and faster than the possibilities of general reception; but it is no more impractical to extend the popular range of University education than to extend the sweep of University courses. It can scarcely be more prophetic to contemplate the higher education of the masses today, than it was to look forward to the common education of the masses a few centuries ago."

The Current Situation

The new president of the University of Wisconsin, Thomas C. Chamberlin of Beloit, began his duties at the beginning of the University year 1887-1888. He was the successor to President John Bascom whose administration was marked by the beginning of the free high school system in the state and the resultant elimination of the University Preparatory Department in 1880. As a result of these related developments, the University began to follow a marked trend toward specialization with steadily incresing emphasis on the sciences; the selection of President Chamberlin, a recognized authority on the science of geology, was an indication of the trend. But even more significant was President Chamberlin's conviction, quoted above, that the results of such scientific research should be the basis of "a universal educational influence" for the masses. Furthermore, he could not have been unaware of the fact that the University of Wisconsin was already sending its educational influences off the campus to two important groups of the population of the state: the farmers and the teachers.

Farmers' Institutes

Two years before President Chamberlin came to the University of Wisconsin, the Legislature of 1885 appropriated $5,000 to the University to carry on educational institutes for farmers. A unique point of interest in this substantial appropriation for off-campus service was that it had not been requested by the University; the demand had come from the farmers themselves throughout the state. The first Farmers' Institute in 1885 at Hudson, Wisconsin, was well attended and popularly successful.

Teachers' Institute Lectureships

University services for teachers in the state antedate the Farmers' Institutes by many years. As early as 1860, in the administration of Chancellor Henry Barnard, the University operated a lecture service to teachers. In 1883 the legislature approved a chair of Teachers' Institute Lectureships. Thus service to teachers gained a more permanent status in the University organization.

Extracollegiate Education

President Chamberlin's first biennial report (1886-1888) reviews these two off-campus services, but makes the following statement:

> "The incumbent president came into office at the beginning of the academic year 1887-88, and, beyond statistical matter, feels unprepared to review that portion of the biennial term antedating his entrance upon office. This report will not, therefore, rigidly conform to the statutory period."

The basic principle previously quoted does elaborate quite completely the conception of the off-campus educational influence function that was then arising into recognition and to which the president frequently referred.

University Extension

The significant movement in England known there as University Extension attracted the attention of the faculty of the University of Wisconsin. The catalog of 1888-1889 makes this important statement concerning the relevant developments in England and in Wisconsin:

> "Some features of the English System are impractical for us at present, but the University of Wisconsin has independently become a pioneer in an analogous movement, that may, in its full organization and development, be not less conducive to the common end sought. This embraces two cooperative phases: first, original investigation and experimentation for the purpose of discovering and proving new truths, and, second, a series of publications and a system of local professional institutes, by means of which certain available aspects of latest knowledge are communicated directly to the people."

The article points out that the plan of preparing advanced knowledge expressly for the people and conveyed directly to them has limitations. But on the whole it declares that experience thus far has proved eminently satisfactory, particularly in farmers' and teachers' institutes.

The next catalog, that of 1889-1990, pursues the matter of coordination of the two systems--the English University Extension and the Wisconsin Extracollegiate Services--and makes the following observation:

> "There is a radical difference between the two. . .in the fact that the English instruction lies chiefly in literary, historical, and scientific lines, and is essentially cultural, while the Wisconsin effort has been essentially industrial. It is obvious the two systems complement each other and that their union is necessary to a complete system."

That thinking about broad educational vision and practical applications was followed by action of both the University faculty and the Regents. The catalog continues with the statement:

> "The English University Extension System has been formally adopted and steps will be taken for carrying it into effect at the opening of the coming school year."

Correspondence Study

The action to approve the English University Extension system for Wisconsin included the approval of a new idea in university education--university correspondence study. The catalog statement is as follows:

> "By similar action of the Regents and Faculty, the American correspondence system of promoting advanced private study has been adopted and will be definitely formulated at the opening of the coming year. The correspondence system is inferior to the lecture and class system in that it lacks the personal supervision and inspiration which are so important factors in the best education, but it has compensating merit of being adapted to a sparse population and to special students who cannot gather themselves into classes or audiences to receive lectures and personal instruction.
>
> "The scheme thus adopted is exceptionally comprehensive, embracing a combination of all leading lines of effort which have proved successful in extending to the people a portion of the benefits of University education."

Thus 1891 marks the date of a formal acceptance of correspondence study as a part of the curriculum of the University of Wisconsin.

The Faculty Resolution

The faculty resolution to adopt a system of University Extension was quite specific as to how this new correspondence teaching was to be organized. It read:

> (3) "That the members of the Faculty, with the approval of the President, be authorized to arrange for correspondence courses of study in their respective departments for which a fee may be charged students of the University for corresponding periods. Such fee shall go to the professor in charge in compensation for labor, printing, postage, stationery, etc. Such courses shall not involve the University in any expense. Professors shall undertake only so much work of this class as can be done without serious injury to their regular duties in the University, and it shall be the duty of the President to see that an undue amount of this work is not undertaken."

IV. VICISSITUDES OF ORGANIZATION

The approval of correspondence study was only a part of the larger system of University Extension. The faculty mentioned three services specifically: (1) courses of lectures "of the English type"; (2) courses of lectures "for working men on industrial subjects"; and (3) correspondence study teaching. However, the Farmers' Institutes and the Teachers' Institute Lectureship Service were already operating, also requiring the approval of the University president.

It was probably impossible to estimate at that time how heavy a load would fall upon the University as it launched into this new service to the mass of the people. The census of 1890 had revealed a state population of 1,686,800. That was the year, too, that some forty-seven lecture courses were given by the faculty in thirty-four cities of the state. That year Prof. Stephen Moulton Babcock had discovered the simple test for butterfat in milk that was to prove such a boon to Wisconsin dairy farmers. Off-campus service was held in high regard both on and off the campus. Thus, although the spirit of the University was directed toward the needs of the people, it was a period of development in which there was little unanimity as to what the future would require.

University Extension service to this point had been absorbed by the faculty without any special organization created to administer it; University administration assumed that correspondence teaching would be similarly absorbed. While the added instructional loads for carrying on the new correspondence teaching would fall upon the members of the faculty in the various departments, nevertheless the burden of administering correspondence study, along with other off-campus services, was sure to be felt heavily by the president's office.

Inspiration of Leadership

President Chamberlin, who had inspired University Extension had not disclosed any definite plan of organization for handling the added duties; and during the next year 1891-1892, before he gave his attention to the problem, he accepted an appointment to the faculty of the University of Chicago and resigned from the presidency. The added burden, therefore, especially for the new correspondence teaching service--which required new techniques, the writing of carefully prepared correspondence lessons, and a prompt lesson-marking method--were thrust upon the new president.

The measure of President Chamberlin's contribution to the development of University Extension should include a consideration of the inspiration of his leadership. In his five-year tenure, he was responsible for the enlargement of scientific and technical instruction, particularly in agricultural research, and the inducements offered and facilities added for research work. It was in his administration that the first University fellowships and the degree of Doctor of Philosophy were established. It is a tribute to the inspiration of his leadership that just before he left Wisconsin in 1892, he conferred the first Ph.D. degree upon Charles R. Van Hise, who later became president and implemented the Chamberlin University Extension idea with a strong and stable organization within the framework of the University.

Solicitude for University Extension

Charles K. Adams became president of the University of Wisconsin at the beginning of the college year 1892-1893, succeeding President Chamberlin. There is little record of the extent to which correspondence study courses were established by the members of the faculty in the first biennial period of President Adams' administration. However, at the close of that period, Adams' biennial report (1892-1894) carries the following significant statement about the University Extension service:

> "The future of this branch of our instructions... cannot be contemplated without some solicitude. It is obvious that the work cannot be extended beyond its present limits (even if it can be maintained) without weakening the amount and quality of the instruction at the University itself.... It would probably be quite easy for the University to keep its best men in the University extension field throughout most of the year, and it makes a large draft upon the judgment and discretion of the officers of the University to determine how far such requests shall be complied with.... No provision has been made for a permanent secretaryship of the University Extension movement...,
>
> "If the matter of University Extension could be superintended and worked up with some such thoroughness as that which is shown in the superintendence of the Farmers' Institutes, I have no doubt the people of the State would receive a very large compensation for the trifling additional expense. The need of such a secretary, if the extension movement is to be kept up, is of vital importance."

Thus President Adams, looking back over the first two years of his administration, expressed concern about the possibility of even maintaining the University Extension Services then underway. The report of the Board of Visitors for 1893-1894 also pointed out the need for a secretary of University Extension.

A Major Crisis

The financial panic of 1893, which closed many banks about two years after it was voted to carry on the extension work, introduced an unforeseen and major impediment.

In addition, the increasing load of work, especially for correspondence teaching which required new and different techniques, was soon felt by members of the faculty throughout the University. As a result the enthusiasm for the new correspondence teaching service was spotty and scattered.

Also, the Board of Regents and the president were faced with a raging controversy regarding academic freedom in the University which resulted in the approval, in 1894, of that declaration of principle:

> "Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great State University of Wisconsin should ever encourage that continual sifting and winnowing by which alone the truth may be found."

Hence, without adequate funds to operate, and without a directing head other than a president already overburdened with many administrative problems, University Extension correspondence teaching reached a major crisis as the 1894-1896 biennium began.

V. ATTEMPT AT ORGANIZATION

A Secretary and an Assistant

The urging of President Adams and the recommendation of the Board of Visitors were effective in securing for the year 1894-1895 the appointment of Prof. Jerome H. Raymond as secretary of University Extension while serving as a professor of sociology. In addition, Paul S. Reinsch, an instructor in political science, was appointed as a part-time assistant to the secretary. Thus an attempt was made to organize correspondence teaching as a part of the total service of University Extension.

Correspondence Study Announcement

Under Professor Raymond's direction all University Extension services continued to prosper and a system of correspondence study courses was announced. The catalog dated 1896-1897 contains a statement revealing the extent of the effort to initiate this new service:

> "The second method employed to extend University teaching is individual instruction by correspondence.
>
> "It should be clearly understood that instruction by correspondence is by no means regarded as the equivalent of resident study. It is not so valuable to the student. Experience has shown, however, that earnest students may do good work at a distance from the University when guided by competent instruction by correspondence....
>
> "For these various classes of persons and all others who desire to receive guidance in some line of study by correspondence, whether with a view to receiving University credit or not, the University of Wisconsin offers instruction by correspondence according to the following plan:
>
> "The instruction by correspondence is of two kinds, formal and informal.
>
> "For Bachelor's or Master's degrees not more than one-half the required work may be performed by correspondence.
>
> "For the Doctor's degree not more than one-third of the required work may be performed by correspondence."

Courses by Correspondence

The catalog also lists twenty University departments offering sixty-three courses, and shows the number of correspondence courses in each:

Astronomy	3
Botany	1
Bacteriology	2
Economics	2
English Literature	1
Geology	1
History	7
Hebrew History and Greek	2
Mathematics	6
Mathematical Physics	7
Languages	
Arabic	7
French	1
German	1
Hebrew	2
Greek	2
New Testament Greek	2
Music	4
Physiology	1
Political Science	7
Sociology	4
Total	63

Fees

The catalog gives, too, a list of the fees to be charged for correspondence instruction as follows:

For a course of 40 lessons	$10.00
For a course of 32 lessons	8.00
For a course of 24 lessons	6.00
For a course of 16 lessons	4.00
For a course of 8 lessons	2.00

Postage was to be paid in addition to the above fees.

Early Financial Records

The appointment of an administrative staff required funds. The records show that Secretary Raymond was paid a salary of $2,500; Assistant Instructor Reinsch was paid $500 for the first year and $1,000 for the second year. The actual amount expended for University Extension for the year 1895-1896 was shown as $4,651, of which $100 was listed as travel.

The small amount of money used in travel is no indication of the amount of travel involved in the University Extension program for the particular year. Actually the report shows that nineteen lecturers conducted fifty-nine lecture courses of six lectures each in forty-five different communities. The lecturers were authorized to receive from each community $10 per lecture. Travel, of course, was not expected to be paid by the lecturer. Such a large program under present methods of operating, not considering other travel needs, would cost far more than $100. The explanation is that passes on the railroads were then generally available to University staff members.

Expanding Current Needs

The appointment of Secretary Raymond necessitated additional funds. The State Legislature of 1895 did increase the property tax by one-fifth of a mill; Chapter 241, Laws of 1895 granting the increase, specifically mentions that it was for "advancing the work of University Extension," among other uses. University Extension, therefore, was carried into the second year 1895-1896 on a much more stable and continuing basis than formerly.

Resignation of the Secretary

At the close of the second year's operation of University Extension under its own officials, Raymond announced his resignation to take the presidency of the University of West Virginia. Extension administration was transferred by the Regents to the new School of Education; Dr. B. H. Meyer, high school inspector, was placed in immediate charge as secretary.

The effect of the secretary's resignation was indicated quickly in the records then available. In the year that followed, the number of courses given was the same as the year before. The second year, 1897-1898, showed a sharp decrease in courses as noted in the report of the Board of Visitors. In fact, the Board of Visitors had noted in its previous report, the first after the secretary left, that:

> "Several of the ablest lecturers have withdrawn from the field...the staff should be strengthened by adding two or three men of ability, whose time should be given exclusively to University Extension during the lecture season."

Decline of Correspondence Study

Correspondence study courses, too, suffered from the lack of an active directing secretary. The announcements of the correspondence study courses during the biennium of 1894-1896 were not followed by similar announcements in the 1896-1898 biennium. The decline in interest was noted in the 1897-1898 Board of Visitors report:

> "...the work of instruction by correspondence is laid out by the professor in charge of the department, and the work of reading examination papers, answering questions, and the like, is generally done by fellows or advanced students in that department, who are compensated for their time and work by the fees derived from correspondence students. There are very few who avail themselves of the Privilege of instruction in this manner, and the work is done at practically no cost to the University. We believe this method of instruction is open to two objections:
>
> "(1st) that it involves a large amount of labor which cannot be done by professors, and so falls into the hands of advanced students as stated above, who, while they may be conscientious and competent in certain directions, have not the experience, and are not as capable of advising as would be one of the regular faculty, the benefit of whose advice the correspondence student expects to receive;
>
> "(2nd) that students taking this course generally purpose thereby to reduce the time in college residence. The instructor in charge of the work has no guarantee that in answering questions the student has not used textbooks or reference books, and from the nature of the student replies forms his judgment as to whether the student should receive credit as for University work performed during college residence.
>
> "While we believe that professors are willing, at all times, to extend reasonable aid to students studying in absentia, and for moderate fees are willing to conduct correspondence, we believe that no credit should be given for University work except on examination made either at the University or under direction of Universities of correspondence rank."

There were, of course, outside forces that tended to obscure the benefits that could develop out of a strong correspondence study program. The Legislature of 1895 established a system of free travelling libraries for communities without public libraries. The prospect of such a service tended to make correspondence courses seem less necessary and even competitive.

Then, too, more than 5,000 young men enlisted in the armed forces for service in the Spanish-American War in 1898, which had its effect upon the thinking of Wisconsin citizens even if it did not violently disturb the University program or economy.

And finally, the Legislature of 1899 created a new type of schools called County Normals. These again seemed to absorb a portion of the clientele that was to be served by UW correspondence study.

Financial Retrenchment

Current developments in educational relationships then arising produced a depressing effect upon University Extension correspondence teaching, as noted in President Adams' report of 1896-1898. Referring to the resignation of Secretary Raymond and the transfer of the extension service to the new School of Education, he reported:

> "An effort has been made to put this important work upon a more permanent basis, and it does not seem impossible that greater permanence may be secured through cooperation of local organizations, where these can be induced to cooperate.
>
> "The reluctance of many of the most eminent professors in the University to engage in extension work interferes very materially with multiplication of courses which otherwise could easily be accomplished. Experience tends to show that it is impracticable very largely to increase the scope of this undertaking unless lecturers of eminence can be employed, who shall give nearly, or quite, the whole of their time to the work."

In spite of this statement by the president, the records show a definite retrenchment of financial support for University Extension. While for the year 1895-1896 the amount of disbursements for University Extension totaled $4,651, the 1896-1897 amount for the School of Education and University Extension was only $3,500. For the year 1897-1898, however, the amount was increased to $7,250.

Fading Administrative Vigor

The organization and maintenance of the new correspondence teaching service was also affected adversely by the failing health of President Adams, who was given a leave of absence for the year 1900-1901. The acting president, Edward A. Birge, characterized the year 1899-1900 as a "most prosperous period"; nevertheless correspondence teaching became practically nonexistent in the University in that year. No references to correspondence teaching are found in the catalog for that year nor for those immediately succeeding. In the fall of 1901 President Adams returned; however, he found his health unequal to the requirements of the presidency and resigned within a month. Birge continued as acting president until a suitable successor could be found.

The resignation of President Adams, who had begun such a vigorous attempt to establish an effective extension service, was a serious blow to correspondence study development. Without his vision and vigor, the changing trends in general educational legislation in the state tended to vitiate the importance of correspondence teaching. Correspondence courses, therefore, were allowed to fade away as the nineteenth century passed into history.

VI. CORRESPONDENCE TEACHING REACTIVATED

A Dormant Period

In his biennial report, Acting President Birge characterized the period 1900-1902 as "a period of quiet progress." As far as correspondence teaching was concerned, it was one of no progress at all; the inclusion of University Extension in the new School of Education resulted in the complete elimination of correspondence study from the prevailing idea of extension service. Correspondence teaching was not even mentioned in the University catalog.

Forecast of Reactivation

Robert M. LaFollette, inaugurated governor of Wisconsin in 1901, was largely responsible for the legislation that prohibited promiscuous issuing of free passes for railroad travel. By that legislation, inadvertently, University Extension was denied the means which had made possible practically all of its wide-range education services. Travel funds were not appropriated in place of the passes to make equally extensive travel possible, and the financial blow to Extension was a serious one. Governor LaFollette, however, was friendly to the University and its efforts to serve all the people. His interest in the University Extension service was heightened by two men who entered the scene at about this time -- Charles McCarthy and Charles R. Van Hise.

Charles McCarthy was appointed legislative reference librarian soon after the library was established by the Legislature of 1901. He received his Ph.D. degree in 1901 after years of working his way through the University of Wisconsin. He was aggressive, some believed even combative, and his speech was vigorous and to the point. In his new post he exerted considerable influence upon the legislature, the governor, and the president of the University.

The idea of correspondence teaching appealed to McCarthy from the moment he learned about it during the active promotional efforts of Secretary Raymond in 1894-1896. As legislative reference librarian, McCarthy found himself in a position to exert his influence upon the University to reactivate correspondence teaching. With characteristic vigor he promoted the idea as he made contacts with legislators, with the governor, and with the new University president.

Charles R. Van Hise, a professor in the UW Geology Department, had been a classmate of Governor LaFollette. They had received their baccalaureate degrees in 1879, and after graduation both continued to live in Madison. LaFollette advanced himself in the public service; Van Hise continued in the University and received the B.S. degree in 1880, the M.S. degree in 1882, and the Ph.D. degree in 1892.

Van Hise was elected president of the University in 1903 by a very close vote of the Regents, the first UW alumnus to attain that position. His selection was not without significant competition; the Regents had taken more than a year to survey the country for suitable candidates. The fact that Professor Van Hise and Governor LaFollette were classmates in the University and continued to be close friends after graduation was said to have had an important bearing on his selection, although the Regents were an independent group not easily influenced. Then, too, Van Hise was a thorough scientist growing in stature in his field of applied geology, and he possessed evident powers of administration and promotion and was well acquainted with the development of the University. Most important, perhaps, was the fact that he was presently available for immediate appointment. All of these attributes were heavily in his favor as the Regents voted him into the presidency.

As soon as elected, President Van Hise became an ex-officio member of the State Library Commission, and hence was intimately acquainted with the new and developing Travelling and Legislative Reference Library services. At every meeting of the commission, Charles McCarthy had an opportunity to impress upon Van Hise the importance of correspondence teaching, not only for the University but for students who had to earn their way through college. Letters exchanged between McCarthy and Van Hise show the vigor with which the legislative librarian pushed for the idea of a strong correspondence teaching program in the University.

Van Hise noted McCarthy's influence in connection with correspondence teaching in his 1906-1908 report, saying that no step was more important "than that of the reorganization of the Extension Division." He added:

> "The enormous success of the commercial correspondence school suggested that here was an educational opportunity which had been neglected by Universities. At my request, Dr. Charles McCarthy investigated the work of the commercial schools with reference to the people of Wisconsin. He found that these schools, while having certain defects, are undoubtedly performing a great educational work, and moreover the astounding fact was disclosed that many thousands of persons in the State of Wisconsin were taking correspondence work for which they were paying out hundreds of thousands of dollars per annum."

The Wisconsin Idea

The combined influence of these three strong men in strategic positions was bound to have a profound influence upon the state. The governor was fighting for the interests of all the people. The librarian was advancing his idea of making education more easily accessible to all. The University president was applying the results of research in the University to the practical problems of responsible government. Thus when the Regents selected Van Hise as president, they gave leadership of the University to a man of courageous decision and action who understood the value of new ideas. At the time Van Hise was inaugurated president in 1904, the University was celebrating its fiftieth commencement by striking a medal which bore the inscription, "Commemorating Fifty Years of Service to the State," crystalizing in the minds of the people a type of service later referred to as "The Wisconsin Idea."

Van Hise and Correspondence Study

The president took his time in reactivating correspondence study in the University of Wisconsin. For a little more than three and one-half years after his election on April 21, 1903, he made no statement and took no action in regard to University Extension correspondence teaching. Some scholars refer to this silent period as evidence of the president's lack of interest. However, he gave no sign that he was opposed to correspondence teaching by members of the faculty.

A number of relevant facts equalizing the pressures upon him at that time would be a reasonable explanation of his early silence. First, the Regents decided to inaugurate Van Hise in the year following his election, and to make it a Jubilee Celebration of the first commencement in 1854. Second, Van Hise was deeply interested in his geological research and its application to business and industrial development, an interest which he intended to carry on as president. Also, there was the fact that the University needed funds and the legislature was to come into session in January, 1905.

However, in his first biennial report of 1904-1906, five pages were devoted to the reactivation of University Extension, which included reference to correspondence teaching:

> "Another very important line of the extension division will be the correspondence branch. There are tens of thousands of students in the State of Wisconsin who are already taking correspondence work in private correspondence schools, probably more than thirty thousand, and they are paying for this work outside of the State more than three-quarters of a million dollars per annum...

> "A large number of departments in the University are planning to offer correspondence courses...including language and literature, political economy, political science, history, sociology, mathematics, the pure sciences, and the applied sciences. It is not only expected to offer a large number of subjects, but to group the subjects into regular courses so that any individual may follow a systematic line of study during several years. There will be courses for locomotive engineers, for mechanical draftsmen, for shop foremen, etc....Thus it is planned to lay out broad courses adapted to the individual applicant or for groups of applicants."

In addition, Van Hise requested $250 from the Regents in December, 1905, "to study the problem and to organize the movement" of extension service. Thus correspondence study was reactivated as an important function of the University of Wisconsin.

VII. THE DEVELOPING ORGANIZATION

An Analysis of the 1905-1906 Situation

The sum of $250 made available in 1905 by the Regents was a practical approach to the problem. That President Van Hise understood the difficulties previously encountered in University Extension was evident in the following statement in his 1904-1906 report:

> "For a number of years the duties of the secretary of University Extension were assigned to the man who also had charge of high school inspection. The work of the two together was too much for one man, and since it was a necessity to keep up the work of high school inspection, the work of the University Extension has not been emphasized. Another reason why this work has not been pushed has been lack of funds. With the increased income of the University this reason no longer holds."

The statement also reveals his attitudes at that time regarding Extension's dependence for funds upon the bounty of the University. Furthermore, the statement shows that it was not then considered a "necessity" to keep up the work of correspondence teaching when a residence University function absorbed all the time of a University Extension staff member.

A Plan of Organization

With the funds available, the president proceeded to set up an organization to carry on the work of University Extension. In January, 1906, Prof. E. W. Pahlow was designated as secretary of University Extension "to study the problem and to organize the movement." The principal record of this early reactivation period is a forty-page bulletin published in May, 1906, entitled "University Extension 1906-07." In this bulletin are the announcements of the various activities of University Extension, including the listing of two "correspondence courses, 1. Elementary Mathematics; 2. Mechanical Drawing." A sentence adds, "For further information regarding the Correspondence courses, address the Secretary of University Extension."

In addition to listing of the correspondence courses, an additional paragraph reads:

> "Correspondence Courses for Mechanics.—The College of Engineering offers courses in elementary mathematics and mechanical drawing for the year 1906-07. These subjects are selected because they lend themselves most readily to this kind of instruction. This is considered a beginning only and, as the demand arises, instruction by correspondence will be extended to other subjects."

The College of Engineering, which was then attempting to conduct a Summer School for Artisan Mechanics, was the first University department to announce correspondence courses (see page 38).

Simultaneously with the special bulletin on University Extension, the 1906-1907 University catalog carried a somewhat parallel general announcement on correspondence courses:

> "The possibility of correspondence teaching has already been demonstrated by practical experiment. While such instruction lacks some of the advantages which residence study gives, it has compensating advantages of its own. In correspondence work teaching is personal and individual. Every student prepares and recites the whole lesson, comes into contact with the teacher as an individual, not as a member of a large class. Correspondence work employes the spare time of the student, gives him an interest besides his daily work. It can be done at home, and thereby gives the home a new influence and charm. Correspondence work, moreover, throws a man upon his own resources and makes him self-reliant and self-determining."

The above quotations may be considered an expression of the faculty's attitudes regarding correspondence teaching as President Van Hise created the organization to promote it. However acceptable these brief announcements may have been to the faculty, the president had a vision of a much broader and more inclusive correspondence teaching service than is indicated in that early bulletin.

Administrative Change

Before the end of 1906, Secretary Pahlow resigned. The president immediately requested Henry E. Legler, secretary of the State Library Commission, to act temporarily as secretary of University Extension as well, without additional compensation. By this appointment the president showed the confidence he placed in the Library Commission and his desire to maintain close relationships with the Travelling and Legislative Reference Library.

As the Secretary of the State Library Commission, Legler was assembling a new State Library Book Collection, destroyed when the state capitol building burned on February 27, 1904.

Therefore, as Legler was busy rebuilding the state library, additional staff needed to be provided by the University if Extension was not once more to fade away. Hence the president appointed for the year 1906-1907 two full-time University staff members -- F. A. Hutchins as field organizer, and W. H. Lighty in charge of correspondence work.

Faculty Approval

The administrative changes necessitated by Pahlow's resignation were made possible by an appropriation for University Extension of $1,500, later increased to $2,500, granted by the Regents in June, 1906. In writing about this appropriation in his 1906-1908 report, President Van Hise stated that the fund was not sufficient to secure a permanent director of Extension.

The insertion of such a statement indicated quite clearly that the president's plan, even at that early date, included the development of a separate division in the University. His intention was more clearly evident as he took steps to secure faculty approval for University Extension development.

The minutes of the regular faculty meeting on October 1, 1906, records the president's presentation of the matter:

> "The President explained the purpose of the organization of the University Extension Division and correspondence work: What was to be expected of regular members of the instructional force; the advantages of the movement in strengthening the University; the appointment of Mr. Legler as Secretary, Mr. Hutchins, as field organizer, and Mr. Lighty in charge of the correspondence department."

The President appointed a "sub-committee on credit" to consider his proposal for a University Extension Division. The members of this committee were: Chairman Henry E. Legler, Edward C. Elliot, Richard T. Ely, J. G. D. Mack, Frederick Jackson Turner, E. A. Birge, E. G. Hubbard, and Robert Harper. The committee recommended in a report submitted October 16, 1906, that the University "should cordially lend its aid to the movement now in progress for increasing the influence of the University among the people." At a special meeting of the faculty on October 22, 1906, the report was approved with nine amendments restricting credit for University Extension work and the methods for handling it.

Thus President Charles R. Van Hise laid a solid foundation upon which to develop a practical, effective University Extension Division as a major function of the University of Wisconsin.

Persons Reactivating Correspondence Courses

We have seen how Charles McCarthy exerted considerable influence upon President Van Hise for the reactivation of correspondence study. There are others who should also receive credit for the establishment of correspondence teaching in the University.

The role of Henry E. Legler as acting secretary of University Extension was to administer the comprehensive Extension program that had been announced in the May, 1906, bulletin. As secretary of the Free Library Commission of Wisconsin he was already administering the Travelling Library Service; thus the libraries and the new University Extension service were linked closely in their service to the state. The appointment of two full-time staff members made during his administration illustrates his intention to maintain this close linking. Library service and correspondence teaching seemed a natural combination with a minimum of expense and a maximum of educational benefit; each would be a natural aid to the other. But Legler soon resigned his position and became a librarian of the Chicago Public Library.

Frank A. Hutchins, appointed in 1906 as field organizer to promote correspondence study courses, had been the first secretary of the Free Library Commission and was largely responsible for its founding. He had resigned his position as secretary in 1903 due to illness and was succeeded by Legler. As Hutchins' health improved, he became interested in the work his successor was doing for University Extension and quietly advanced his idea with Legler and others for a package library of current information for debaters and discussion leaders. Hence Legler's nomination of Hutchins as the first appointment to the University Extension staff was a natural selection; Hutchins was granted liberty to advance his idea of package libraries as a part of the University Extension service.

During President Chamberlin's administration, the College of Engineering had experimented with Mechanics' Institutes throughout the state, patterned after the successful Farmers' Institutes. In 1901 the College of Engineering announced a Summer School for Artisans to provide educational opportunities similar to those of the former Mechanics' Institutes. The College of Engineering was the first department to see the value of correspondence courses, which it offered as a preparation for, or a continuation of, the work in the Summer School for Artisans. The man most responsible for the announcement of these correspondence courses was Prof. J. G. D. Mack of the College of Engineering, who had worked with Charles McCarthy in making the survey of commercial correspondence students in Wisconsin (see page 32). Then in 1906, Professor Mack was a member of the subcommittee on credit which supported the president's action in organizing the Extension Division. Mack was probably more aware of the need of a correspondence teaching service than any other professor in the University at the time. In 1915 he was named state engineer and moved his office into the state capital building.

Charles P. Cary was the state superintendent of public instruction from 1906 to 1921—the period in which the University Extension Division began to grow and prosper under its separate administration and with its own dedicated legislative funds. During this time, too, he was an ex-officio member of the Board of Regents of the University. It is because of these two facts, rather than any word or deed that can be cited, that he deserves mention as one who helped to develop correspondence teaching.

These men were separately and collectively responsible for the reactivation of correspondence teaching in the University of Wisconsin. The University faculty too, should have some of the credit. But even more important were the thousands of young people who were registering in the out-of-state correspondence courses of private schools. And not less important were the business, industrial, and professional men who saw the values in correspondence teaching and made "liberal offers to assist the University in its financial need" if it would reactivate correspondence teaching for the people of Wisconsin.

VIII. CORRESPONDENCE TEACHING ESTABLISHED

President Van Hise and those who influenced him to reactivate correspondence teaching knew that this unique service needed a separate full-time administrator. They were aware that correspondence study had previously failed to survive beyond the year 1900 because the responsibility for it had been transferred to B. H. Meyer, whose duty was primarily high school inspection. Hence, as the president once more established correspondence teaching as a function of the University, he appointed a full-time man to take charge of its development.

William H. Lighty

The man appointed to that responsibility was William H. Lighty, who had been employed in social betterment work in St. Louis, Missouri. Lighty had become interested in the new University Extension service then being reactivated when he stopped in Madison in the summer of 1906 to visit his friend, Prof. Richard T. Ely. He accepted the appointment and began work in October, 1906.

Lighty was an idealist with a vivid imagination, one who believed strongly in the need for cultural development; he saw in University correspondence teaching an unusual opportunity to spread culture throughout the state. His enthusiasm for general cultural objectives for correspondence courses was so great that it tended to overshadow his appreciation of occupational and vocational courses, evident in the bulletin issued in November, 1907. It was much the same as the bulletin of May, 1906, but with a significant change in the section on correspondence teaching—the deletion of training courses in mathematics and mechanical drawing for mechanics. These courses, evidently, were dropped during the first year that Lighty was in charge. The new bulletin announced two cultural courses in music: (1) Public School Music for teachers and (2) Appreciation of Music for "all persons who wish to acquire or cultivate a general knowledge or a discriminating and critical appreciation of music." Thus the conflict between the advocates of a broad liberal education versus the advocates of a specialized vocational or occupational objective seems to have been resolved by Lighty in favor of the more general objectives for correspondence courses.

The importance of this conflict is significantly reflected in an article published in the Madison Democrat in the month preceding Lighty's arrival, which described the services to businessmen by the University Department of Business Administration. It clearly indicated that the president and the Board of Regents fully intended to include practical occupational training courses in the new correspondence course offerings:

> "The latest movement in this work has been the adapting of all courses to teaching by correspondence. All courses in business administration taught in the University are being organized for teaching by mail, under the auspices the University Extension department.
>
> "President Van Hise and the board of regents are very anxious that the expert service at the University shall reach every person in the State who can be benefited, and there is no field of activity so quick to take advantage of improved methods as the commercial interests."

While the 1907 bulletin included reference to courses in "business and industry" in the list of subjects to be developed, there was no other statement about practical occupational objectives for correspondence study courses. But the attitude and purpose of Lighty, surely, did not accurately reflect the attitude of President Van Hise.

Louis E. Reber

The records show that even while the 1907 bulletin was still in preparation, President Van Hise was seeking a man who could be depended upon to develop a correspondence study service that "shall reach every person in the State who can be benefited." His attention had been directed to the organizer and dean of the College of Engineering of Pennsylvania State College, Louis E. Reber.

Reber, in his recollections of thirty-one years at Pennsylvania State College, wrote:

> "In the early summer of 1907 I received a letter from President Charles R. Van Hise of the University of Wisconsin, asking me to meet him in Boston with reference to a position at the University of Wisconsin..."

The result of that meeting was Reber's acceptance of the appointment as director of the University of Wisconsin Extension Division. He began work on November 29, 1907.

After his graduation with honors from Pennsylvania State College in 1880, Reber had been appointed assistant in mathematics and was for a time commandant of cadets, a position normally filled by a United States Army officer. He entered the Massachusetts Institute of Technology in 1883 and returned to Pennsylvania State College in 1884 to establish a Department of Mechanic Arts, which grew into the College of Engineering during his term. In 1887 the rank of professor was conferred upon Reber, and in 1897 he was granted the title of dean.

The courage and long-range vision of Louis E. Reber are clearly evident by the fact that as he approached his forty-ninth birthday, he gave up an established and important educational position to become director of the University of Wisconsin Extension Division. His new work existed only on paper and was based upon an entirely new concept of service to off-campus people, for which there was no pattern and very little established precedent. The basic service in his thinking, however, was new correspondence teaching courses especially prepared for industrial training objectives.

Director Reber devoted considerable space in his biennial report for the period ending June 30, 1908, to the need and value of correspondence teaching in industrial and vocational subjects. In part, he wrote:

> "It would be difficult under present conditions to provide a better means for meeting the persistent and growing demand for industrial training than the methods of correspondence study adopted by the University. This fact has been cordially recognized and the work encouraged and aided by employers of men wherever it has been established."

To develop the kind of courses he envisioned as necessary for a successful curriculum, he needed a staff separate from that of the various University departments. Three months after his arrival at Wisconsin, he requested the authority to begin the appointment of such a staff. In a letter to President Van Hise, dated March 3, 1908, he says:

> "In order to get the desired results, it is necessary to secure as rapidly as possible, special teachers in practically all of the various lines of work. While the instructors in the University are cooperating with the extension officers cordially, several difficulties confront us. It is impossible, for example, satisfactorily to explain delays to people scattered throughout the State though they may seem reasonable to those who understand the conditions. The instruction in Extension work being extra, is obliged to wait upon other interests. A few days delay or other irregularities from this cause react seriously as a hindrance to growth."

The president approved the request for full-time instruction staff members for correspondence study courses. By this important decision, University Extension was released from the domination of the University faculty. Then Reber began to organize and conduct a correspondence teaching service in which occupational and industrial training subjects were a significantly important part.

Vocational and Cultural Objectives

The conflict of vocational with cultural educational philosophies which seemed to have been coming to a head with the appointment of Director Louis E. Reber did not materialize. In the first place, President Van Hise had selected a man to head the University Extension Division whose education and experience were acceptable in every way to the University faculty. In the second place, Director Reber accepted Lighty as the head of the correspondence work, which gave Lighty the opportunity he sought to develop cultural courses as well as the University credit courses that the regular University residence staff would write and conduct. By the same decision, Reber required no responsibility from Lighty for the new industrial training correspondence study courses. Reber had visited the International Correspondence Schools at Scranton, Pennsylvania, before coming to Wisconsin and had insight as to course organization; he therefore assumed the supervision of writing them himself. As there were no such courses in 1907, the prospect for developing them did not seem very good.

University Faculty Approval

The president's approval of a separate and independent staff for the University Extension Division was, however, a major step in the advancement of the vocational training type of correspondence courses at the University of Wisconsin. The director adopted the policy of submitting to the residence departments the names of those applying for positions in the parallel Extension correspondence study departments. Thus the residence department could veto any proposed appointment. And by that same policy the director maintained for himself the right to canvass the field and select candidates who had the special qualifications for correspondence study service that he deemed essential. Thus began an expansion of the University Extension faculty that made correspondence study courses at the University of Wisconsin for vocational and occupational objectives well known throughout the United States and beyond.

Appointment of Instructors

The result of the president's approval of a separate Extension staff of instructors soon became evident. In three years, or by the end of 1911, Director Reber had appointed sixteen instructors with specialized qualifications for writing vocational correspondence courses. During the same period only seven instructors were appointed for the cultural and University credit courses, several positions shared with the residence departments.

The names of instructors with qualifications for developing correspondence courses with vocational objectives were appointed as follows:

Mechanical Engineering

Earl B. Norris -- August, 1908, head of the department

M. R. Hammer -- November, 1908, Drawing

J. W. Woolley -- September, 1909, Mechanical Engineering

E. M. Shealy -- July, 1911, Steam Engineering

R. W. Hargrave -- August, 1911, Mechanical Engineering

R. W. Hills -- August, 1911, Mechanical Engineering

Benjamin Frey -- September, 1917, Drawing

Electrical Engineering

Cyril M. Jansky -- August, 1908, head of the department

D. C. Faber -- July, 1910, Electrical Engineering

R. K. Winning -- October, 1910, Electrical Engineering

Civil Engineering

George A. Hool -- August, 1908, head of the Department of Civil and Structural Engineering

W. J. Fuller -- September, 1911, Structural Engineering

Business Administration

Benjamin M. Rastall -- September, 1909, head of the department

Ralph Starr Butler -- July, 1910

George B. Averill -- August, 1910

Fayette H. Elwell -- September, 1911

University Academic Departments

During the same period that the sixteen instructors were appointed to the Departments of Engineering and Business Administration, the seven instructors were appointed to Extension and academic departments as follows:

Mathematics: R. T. Craigo -- May, 1908

History: W. J. Chase -- September, 1908

German: C. Reinhart -- September, 1908

Ancient Languages: Anne Pitman -- January, 1909

English: Lelia Bascom and Arthur Beatty -- July, 1909

Romance Languages: J. S. Galland -- July, 1909

The Correspondence Teacher's Function

The new University Extension instructors were to have the specialized function of full-time teaching by correspondence. The instructors appointed to the Engineering and Business Administration departments were to develop vocational and technical types of courses new to the University curriculum. Because the teaching was to be done by correspondence, each instructor was selected for his willingness and ability to write textbooks. The textbooks, however, were to be organized so that each chapter would become a lesson in a correspondence study course.

The responsibility for writing a correspondence teaching text, according to Director Reber's method, was to be combined with testing of the text material in an actual class situation. Thus when an instructor had outlined the course that he intended to write, a class in that subject was organized for him somewhere in the state. As he proceeded to teach this class, he used his tentatively prepared outline and text material and modified them in the light of his experience with the students.

The text material was then prepared for teaching by correspondence. A copy of the lessons was further prepared as copy for the textbook to be published by a commercial publishing company.

The Text Publishing Contract

The University Extension Division made contracts with two separate book publishers for the printing of texts, which provided that the Extension Division could purchase printed copies either in single lesson-chapter pamphlet form, or as completed textbooks at prices agreed upon. The book publisher would have the privilege of selling the texts through its usual channels, with all royalties payable to the University Extension Division. The royalties, as the number of textbooks written increased, began to amount to considerable sums. Hence the dean developed a plan, agreed to by the faculty, to distribute the royalties by a formula which paid a portion to (1) the author or authors, (2) each instructor in his department, and (3) each member of the University Extension instruction staff; and a portion was to be retained by the University Extension Division.

Correspondence Course Texts

Thirty-two texts were published under the two contracts with the commercial publishing establishments, important because of their effect upon the educational world at the time. The texts were as follows:

Mechanical Engineering

Shop Arithmetic -- E. B. Norris and Kenneth G. Smith, 1912

Steam Boilers -- E. M. Shealy, 1912

Advanced Shop Mathematics -- E. B. Norris and R. T. Craigo, 1913

Shop Sketching -- J. W. Woolley and Roy B. Meredith, 1913

Heat -- E. M. Shealy, 1914

Gasoline Automobile -- G. W. Hobbs, B. G. Elliott, and E. L. Consoliver, 1915

Gas Engine Ignition -- E. B. Norris, R. K. Winning, and W. C. Weaver, 1916

Machine Drawing -- Ralph W. Hills, 1917

Steam Engines -- E. M. Shealy, 1918

Advanced Shop Drawing -- V. C. George, 1920

Automotive Ignition Systems -- E. L. Consoliver and G. I. Mitchell, 1920

Automobile Power Plants -- B. G. Elliott, 1923

Property and Uses of Wood -- Arthur Koehler, 1924

Kiln Drying of Lumber -- Arthur Koehler and R. Thelen, 1926

Electrical Engineering

Electric Meters -- C. M. Jansky, 1912

Principles of the Telephone -- C. M. Jansky and D. C. Faber, 1916

Theory and Operation of Direct Current Machinery -- C. M. Jansky, 1917

Elements of Storage Batteries -- C. M. Jansky and H. R. Wood, 1923

Civil Engineering

Elements of Structures -- G. A. Hool, 1912

Reinforced Concrete Construction, Volume I -- G. A. Hool, 1912

Reinforced Concrete Construction, Volume II -- G. A Hool, 1913

Reinforced Concrete Construction, Volume III -- G. A. Hool, 1915

Materials of Construction -- H. E. Pulver, 1922

Strength of Materials -- W. E. Wines, 1923

Business Administration

Textiles -- Paul H. Nystrom, 1916

Sewing and Textiles -- Annabell Turner, 1918

Study of Fabrics -- Annabell Turner, 1920

Advertising for Retailers -- L. D. Herrold, 1923

Law of Sales -- J. B. Read, 1923

Bookkeeping and Introductory Accounting -- H. W. Sweeney, 1924

Practical Banking -- G. W. Jamison, 1925

Commercial Correspondence -- Ralph Starr Butler and Henry A. Burd, 1919

These practical texts, as the increasing royalties indicated, became popular even beyond the United States. Part of their popularity was due to the method of their development, mentioned in the preface of many of the early texts. As an example the following paragraph from one of them explains the method:

> "This book has been written out of the experience of correspondence teaching in this subject in the Extension Division of the University of Wisconsin. It is the result of well matured plans to produce a suitable text for instruction by mail as developed through actual experience. The work, therefore, was written primarily for correspondence students."

A second reason for the popularity of these texts was the wide publicity about them issued by the publishers. One such advertising folder, given wide circulation at the time was as follows:

"The University of Wisconsin Extension Texts are widely recognized as being the cornerstone and foundation of vocational education in this country. Hundreds of notable vocational projects, many famous vocational courses are based on this series. The books are so well known and so widely used that an explanation of what the series is and what it purposes is almost presumptuous.

"The field of vocational education is growing so rapidly, however, and so many new schools are being organized each year that we think well to re-state again the general plan of these books.

"For a long time the University Extension Division, University of Wisconsin, has been giving correspondence courses with marked success. The work is under the general direction of Louis E. Reber.

"The method of instruction is founded on the basic laws of successful vocational instruction:

1. To give the man just what he is going to use in his every day work.

2. To present it in the most direct and efficient manner with least expenditure of his time and money.

"Out of this work has come a long list of books which we have published under a special contract for the University of Wisconsin. They comprise two groups; an Industrial Series and an Engineering Education Series. We call them the University of Wisconsin Extension Series.

"The success of this series of vocational textbooks was immediate. The fact that the books are so thoroughly tried out under all sorts of conditions before they are published insures their teachability. There is not a line of experimentation in any one of the volumes. The books stand out as the leading texts in their respective fields for all Technical classes and vocational school work."

Effect Upon Enrollments

The practical method of writing the correspondence texts and the wide publicity given to them, combined with the fact that the educational world was awakening to the essential need for vocational and technical training, resulted in a tremendous increase in correspondence study enrollments in the University of Wisconsin Extension Division.

The enrollment figures for July 1, 1920, following the period in which World War I came to an end, revealed the impact of vocational correspondence study in Wisconsin. The seven subjects in which the largest enrollment was received were as follows:

Vocational Courses	July 1, 1920
Business Administration	19,884
Engineering	13,775
Total	33,659
Academic Subjects	
English	3,880
Mathematics	3,453
Languages	3,018
Political Economy	2,713
Home Economics	1,925
Total	14,989

The departments with courses designed for vocational and technical training objectives were far ahead of any of the academic departments. The Language Department figure, too, was large because of the noncredit war training programs carried on for the military personnel who expected soon to be sent overseas.

It was this vocational and technical correspondence course development during Reber's administration, perhaps more than any other service, that brought to the University Extension Division tremendous public support and recognition, not only from citizens of Wisconsin but from educational leaders throughout the world. Correspondence study courses of the vocational and technical training type had become a permanent service in the Extension Division of the University of Wisconsin.

IX. CORRESPONDENCE STUDY, 1925-1945

Enrollment Figures

The figures for correspondence course enrollments for the biennium 1918-1920 reflected the peak of operation of correspondence teaching at the University of Wisconsin. The enrollment figures given, while classified under correspondence study, included both correspondence course enrollments and what later became a separate classification as class enrollments.

The practice of including class enrollments in correspondence study figures was a natural result of the method of operating correspondence study courses in the early days. Students were nearly always enrolled in advertised correspondence study courses; a sufficient number of students could frequently be recruited to constitute a class group. The instructor assigned to that "class" would use the correspondence study lessons he was preparing as the basic text, enabling him to discover the weaknesses in his lesson material for revision before submitting it for publication. The method of recording registrations was never changed during Reber's administration, although the practice of using classes to test correspondence course material was later dropped.

A New Period

Succeeding administrations changed the bookkeeping and accounting methods. Reber knew that such changes should be made when he returned from his active war service abroad. However, as he returned he expressed his intention to resign and major changes were not made between 1920 and the year in which he did retire, 1925-1926.

The story of correspondence study development during the two decades following Reber's administration is one of quiet operation of the program already underway. Indeed, the disturbances which took place in that period tended to push the idea of correspondence study into the background. The courses already written were kept revised. The demand for vocational and occupational courses receded as the local vocational schools became more numerous and active, and no demand for new correspondence courses appeared to start a new trend in correspondence teaching.

Permanence of Correspondence Teaching

Vicissitudes of the two decades 1925-1945 demonstrated the permanence of correspondence teaching. The courses as written remained the principal offering of correspondence study throughout that period. The depression of 1929 was in itself a serious depressant upon correspondence study. The upheaval in the University of 1935-1936, which brought to an end the administrations of Chester Snell, director of University Extension, and University President Glenn Frank, very seriously affected the entire University staff including Extension correspondence course instructors. Then World War II, 1941-1945, took from the Extension Division staff members who might have had much influence in adapting correspondence study to the changing social and economic life of the times. The vigor of the program at the end of the two decades in which correspondence study continued without strong direction is a tribute to the wisdom, the vision, and the organizing ability of the men who fashioned the pattern--principally, Charles R. Van Hise and Louis E. Reber.

X. CORRESPONDENCE STUDY, 1945-1957

A New Director

The twelve years from 1945-1957 were critical years for University Extension at Wisconsin. L. H. Adolfson had assumed direction of the Division in 1944 after Frank Holt, dean of Extension was promoted to director of public services. The early war years had taken a toll both of faculty and resident students, but during this time correspondence study continued at about the normal level of operation.

Enrollment Expansion

By 1945, however, substantial numbers of veterans were returning. The "G.I. Bill" enabled them to begin or carry on interrupted college careers, and a tremendous expansion of college enrollments was underway. Correspondence study shared in this expansion. Not until 1950-1951 did enrollments drop back again to normal levels (see summary chart, page 11). With the beginning of the Korean conflict the same story was repeated, although on a lesser scale.

Extension Centers

Two other related occurrences greatly affected Extension at Wisconsin. The first of these was the rapid creation of class centers by the Extension Division to serve the full-time instructional needs of Wisconsin citizens throughout the state.

It was apparent in 1945 that the central campus of the University could not adequately handle the large numbers of veterans and nonveterans who wanted to begin resident instruction. Nor could the state and private colleges of Wisconsin accommodate all those seeking admission. Director L. H. Adolfson and W. M. Hanley, then director of extension teaching, carried out a systematic expansion of Extension Centers in communities of the state where enrollments justified their creation. Thirty-three such centers were in operation during the period of greatest veteran enrollment.

USAFI

The second event of importance to Extension and correspondence study at Wisconsin was the creation in 1942 of the United States Armed Forces Institute with headquarters at Madison. This program was created by the federal government to provide servicemen with educational opportunities, in part through correspondence study, which would enable the serviceman to make use of his spare time to advance toward educational goals important to the man as well as the serviceman.

Location of USAFI at Madison made it possible for the University of Wisconsin to cooperate, whenever requested, in the development of the USAFI program. To Extension, the opportunity of contributing to the development of USAFI was not only an intriguing challenge in correspondence instruction, requiring the best that Wisconsin could bring to it in experience and know-how, but also a patriotic obligation. It was in this spirit that Extension undertook numerous and heavy responsibilities for USAFI in course writing, production, and lesson service. By 1945 USAFI was emerging as one of the largest correspondence institutions in the world.

Correspondence Study Stabilized

The commitment of Extension personnel to the development of the Center system on the one hand, and USAFI on the other, delayed major changes in correspondence instruction at Wisconsin until 1951. At this time Director Adolfson, in an administrative reorganization, recreated the position of director of correspondence study, which had been discontinued with the resignation of William H. Lighty in 1937. Wilson Thiede was brought in to fill this post.

Thiede continued a fully cooperative program with USAFI, but also began a program of experimentation in correspondence study which led to the development of new courses, new formats, and new methods, including television linked to correspondence study. Charles D. Gelatt, a member of the Board of Regents who was greatly interested in correspondence study, provided a grant for experimentation. The Rhinelander Center experiment, an outgrowth of this grant, enabled Wisconsin to study correspondence students in a way never before possible and to assess the ways in which correspondence study could better meet the needs of students.

In 1954 Thiede became director of field services for the Division, and Charles A. Wedemeyer became director of correspondence study. By this time the upsurge of Korean veterans had diminished and correspondence enrollments had stabilized once more.

Since 1954 correspondence enrollments have shown steady increases. Experimentation is being continued, new courses are being developed, old courses are being revised at an accelerated pace, and the correspondence method is being studied in depth to determine the contributions it should make in meeting educational needs of Wisconsin and the nation in the years ahead. Cooperation with USAFI also continues, an association which adds greatly to Wisconsin's total experience in correspondence study and which contributes much to an improved understanding of this method.

Under the ideal first stated by the University in 1891, correspondence study at Wisconsin looks ahead to its second half-century of "extending to the people."

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